

Degree	Type	Year	Semester
2500797 Early Childhood Education	FB	2	2

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Maria Teresa Mas Parera

Prerequisites

In order to follow this course properly it is recommended that the student has completed and passed the first year course: Personality Development (0-6 years)

The content and chosen method require the students to have a participatory attitude. This means attending and actively participating in class, being prepared for conceptual changes, previously reading the texts to be worked on in class, and collaborating with the other group members.

Objectives and Contextualisation

The course aims to contribute towards an understanding of the teaching and learning processes in children from 0-6 and a consideration of the child as a whole, and to stress the importance of interaction and social communication as key factors in their learning and development. The course explores in greater depth the context worked on during the first year of the Personality Development course.

The basic learning objectives are:

- To understand the educational and learning processes for these children in the family, school and social contexts
- To understand and be able to critically analyse the function, possibilities and limitations of education and learning in contemporary society, as well as the basic skills needed by educators of this age group.
- To understand the educational identity of this stage in the child's development in order to promote the acquisition of habits with regard to autonomy, liberty, curiosity, observation, experimentation, imitation, acceptance of rules and limits, and symbolic and heuristic play, within the context of the family, school, or other services which attend to this age group.
- To analyse the psychopedagogical dimension of the interaction with peers and adults from an integrated and holistic perspective in which the child plays the lead role in its learning, constructing its own knowledge from social interaction.

To achieve these goals observations and interviews will be conducted in order to be able to analyse various aspects of the educational process, the activities in which they participate, and the interactions which occur.

Skills

- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Consider classroom practical work to innovate and improve teaching.
- Demonstrate an understanding of the role, possibilities and limits of education in today's society and core competencies that affect infant schools and their professionals.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of the organization of nursery schools and other early childhood services and the diversity of actions involved in their operation.
- Develop strategies for autonomous learning.
- Know the fundamentals of early care.
- Knowing how to promote the acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, the acceptance of rules and limits, and symbolic and heuristic play.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Respect the diversity and plurality of ideas, people and situations.
- Understand the educational and learning processes in the 0-6 period in the family, social and school context.
- Understand the pedagogical dimension of interaction with peers and adults and learn to promote participation in group activities, cooperative work and individual effort.

Learning outcomes

1. Accept that a teachers functions must be refined and adapted lifelong to scientific, educational and social changes.
2. Demonstrate an understanding of the role, possibilities and limits of education in today's society and core skills that affect nursery schools and their professionals.
3. Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
4. Demonstrate knowledge of the diversity of nursery schools and other services for early childhood and the diversity of actions involved in their operation.
5. Know about different teaching and learning strategies and know how to choose the most suitable at all times.
6. Know the fundamentals of early care.
7. Knowing how to promote the acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, the acceptance of rules and limits, and symbolic and heuristic play.
8. Learn autonomously.
9. Master social skills in dealing and relating with colleagues and other professionals.
10. Promoting and facilitating learning in early childhood, from an overall perspective and integrating the different cognitive, emotional, psychomotor and volitional dimensions.
11. Promoting the autonomy and the uniqueness of each child as factors educating the emotions, feelings and values in early childhood.
12. Properly express oneself orally and in writing and master the use of different expression techniques.

13. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
14. Recognising the social value of education and the value of the diversity of ideas, people and situations.
15. Reflecting on classroom practices based on observation in order to innovate and improve the teaching task.
16. Understand and select alternative learning processes that are appropriate for training requirements.
17. Understand models of communication, participation and family, school and environment relationships.
18. Understand that each individual is unique and unrepeatable.
19. Understand the educational and learning processes in the 0-6 period in the family, social and school context.
20. Understand the pedagogical dimension of interaction with peers and adults and learn to promote participation in group activities, cooperative work and individual effort.

Content

1. Teaching and learning in early infancy
 - 1.1 A detailed look at the education process
 - 1.2 The psychology of education: Study and results
 - 1.3 The motivation to learn
2. Interaction and social communication: Family, school and environment
 - 2.1 Involvement of the family in the school
 - 2.2 Educational potential of the environment
3. Educational identity of this stage
 - 3.1 Adaptation
 - 3.2 Autonomy and liberty
 - 3.3 The importance of play
 - 3.4 Teaching and learning strategies
 - 3.5 Documentation
4. The teacher: Ways of being, ways of doing
 - 4.1 The teacher's function
 - 4.2 The classroom as a learning space

Methodology

This course has a workload in terms of hours of 150, divided into:

- 75 hours of autonomous work
- 22 hours of supervised work
- 8 hours of evaluation
- 45 hours of classroom teaching

Both in class and in tutorial active participation on the part of the pupil as an individual, in pairs, or as part of a team is actively encouraged.

CLASSROOM ACTIVITIES IN A LARGE GROUP: Working on the content and basic concepts with the idea of facilitating autonomous activity by the student and giving an overview of the course content. The whole group is present and it permits the main content to come out through open and active participation on the part of the students.

ACTIVITIES IN SEMINAR FORMAT: Work spaces with smaller groups, supervised by the teachers, in which by analysing documents or multi-media material, or by following practical group observation tasks or interviews, themes and content worked on in the big group can be explored in greater depth through the solving of cases or other activities.

The most important role in the learning process is played by the student, and the course methodology has been planned accordingly, as explained below under "Training activities":

Self and co-evaluation

Large group classes

Seminars

Type: Supervised

Supervised tasks

Type: Autonomous

Autonomous tasks

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Directed	30	1.2	8, 1, 19, 18, 5, 6, 16, 20, 17, 2, 3, 4, 9, 12, 10, 11, 14, 13, 15, 7
Self and coevaluation	8	0.32	8, 1, 19, 18, 5, 6, 16, 20, 17, 2, 3, 4, 9, 12, 10, 11, 14, 13, 15, 7
Seminars	15	0.6	8, 1, 19, 18, 5, 6, 16, 20, 17, 2, 3, 4, 9, 12, 10, 11, 14, 13, 15, 7
Type: Supervised			
Supervised	22	0.88	8, 1, 19, 18, 5, 6, 16, 20, 17, 2, 3, 4, 9, 12, 10, 11, 14, 13, 15, 7
Type: Autonomous			
Autonomous	75	3	8, 1, 19, 18, 5, 6, 16, 20, 17, 2, 3, 4, 9, 12, 10, 11, 14, 13, 15, 7

Evaluation

Evaluation will be carried out throughout the academic year by means of the activities specified in the table below. In accordance with the teaching method and training activities classroom attendance is obligatory.

Any change to the course content or program made during the course will be agreed with the students present that day and will be subsequently announced in the course's virtual campus. In the same way, the content shown in the initial timetable of each block may vary if an agreement is reached between teachers and

students present that day. If the guide or program is changed this will be announced in the "News" section of the course's virtual campus. These adjustments to content allow the student's characteristics, knowledge, interests and personal work rates to be taken into account.

In order to pass the course students must pass all the evaluation activities included. Many of these activities will be carried out in the classroom and thus attendance and participation is necessary for successful completion of the course. Those students whose attendance, participation and coursework have been satisfactory but who still have not completed a certain task will be given the opportunity to pass the course by improving the piece of coursework, doing an additional task, or passing a written test.

Those student who without regularly attending have handed in some of the evaluation activities will be failed.

Those students who do none of the evaluation activities will be given a "non-present" mark(NP). As has been previously mentioned, when one of the evaluation activities has been done, the student will be considered "present" and thus will have to do the rest of the evaluations otherwise the remaining evaluations will be considered "failed".

Although there are activities carried out in small groups the marking will be on an individual basis, so members of the same group will not necessarily obtain the same mark.

Fifteen days after evaluation the teachers will give the results to the individual or group with the possibility of holding tutorials at the request of student or teacher. Those tutorials will be programmed within the established timetable of the course.

Two individual evaluations to be carried out on the day and at the time stipulated by the course timetable.

Recompilation of evidence which shows that course skills and knowledge have been attained. This evidence could include contributions made to classroom debates, lecture analysis, case solving, or classroom activities.

Group practical work done throughout the academic year in relation to a specific issue to be chosen from a variety offered by teachers.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Collected evidences . These evidences include interventions in classroom discussions, analysis of lectures, problem-solving and classroom activities.	30 %	0	0	8, 1, 19, 18, 5, 6, 16, 20, 17, 2, 3, 4, 9, 12, 10, 11, 14, 13, 15, 7
Grup work and oral expositions	40%	0	0	8, 1, 19, 18, 5, 6, 16, 20, 17, 2, 3, 4, 9, 12, 10, 11, 14, 13, 15, 7
Written test	30 %	0	0	8, 1, 19, 18, 5, 6, 16, 20, 17, 2, 3, 4, 9, 12, 10, 11, 14, 13, 15, 7

Bibliography

Bibliografia:

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Coll, C.; Palacios, J.; Marchesi, A. (2000). *Desarrollo psicológico y educación II. Psicología de la Educación*. Madrid: Alianza.

Malaguzzi, L. (2009). *La educación infantil en Reggio Emilia (2a ed.)*. Barcelona: Octaedro-Rosa Sensat.

Paniagua, G.; Palacios, J. (2005). *Educación Infantil: respuesta educativa a la diversidad*. Madrid: Alianza.

Pozo, I. (2000). *Aprendices y maestros*. Madrid: Alianza.

Puente, A. (2005). *Cognición y Aprendizaje. Fundamentos Psicológicos*. Madrid: Pirámide

Vigotski, L. S. (1979). *El desarrollo de los procesos psicológicos superiores*. Barcelona: Crítica.

Revistes:

Guix, Aula de innovació educativa, Cuadernos de pedagogía, Perspectiva escolar, Infància, etc.

Webs d'interès:

Generalitat de Catalunya: Departament d'Educació

<http://www.gencat.cat/>

Àrea d'Educació de la Diputació de Barcelona

<http://www.diba.es/educacio/>

Ministerio de Educación y Ciencia <http://www.educacion.es/portada.html>

<http://www.diba.es/educacio/>

UNICEF

<http://www.unicef.es>

Portal xtec

<http://www.xtec.cat/>

Associació de mestres Rosa Sensat

<http://www.rosasensat.org>

DECET. Xarxa europea per la diversitat en l'educació i la formació per a la primera infància

<http://www.decet.org/>

Portal edu3

<http://www.edu3.cat/>

Portal Edu365

<http://www.edu365.cat/infantil/index.htm>